DOCUMENT RESUME

ED 318 958 CG 022 505

AUTHOR Galloway, Rita; And Others
TITLE Counseling Supervision: A Possible Relationship between Perceived Training Needs and Language.
PUB DATE Apr 90
NOTE 15p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (36th, Dallas, TX, April 12-14, 1990).
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Counselor Evaluation; Counselors; *Counselor Training; Graduate Students; Higher Education; *Language Usage; *Supervision

ABSTRACT

Evaluating the progress of counselor trainees is not a periodic activity for supervisors, but rather an on-going process that is required in order to provide the trainee with appropriate feedback and a plan for future training experiences. This study is a continuation of a program of research examining the supervision and developmental process of counselor trainees. The present study reviews the taxonomy of the intent of language used in counseling and supervision sessions, monitoring changes of one trainee's language throughout a 2-month period. The trainee was a male counseling psychology doctoral student with 2 years of counseling experience and the supervisor was a male with 9 years of counseling supervisory experience. The client was a 50 year-old male with depression. Five counseling and five supervision sessions were videotaped. From transcripts of the sessions the intent of verbal interactions of each sentence were rated. The results suggested responses by a client, counselor/trainee, and supervisor in one relationship across five sessions were consistent. Considerably more work needs to be completed prior to drawing definitive conclusions regarding consistencies, parallel processes, and differences between the counseling and supervision process. (ABL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED318958

Counseling Supervision: A Possible Relationship Between Perceived Training Needs and Language

Rita Galloway, Don Davenport,

Jim Dilley, and Cal Stoltenberg

Department of Educational Psychology

University of Oklahoma

Presented Southwestern Psychological Association

Annual Convention, 1990, Dallas, Texas

Running head: COUNSELING LANGUAGE

CG 022505

U.S. DEPARTMENT OF EDUCATION
(Office of Educational Research and Improvement)
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Cal D. Stoltenberg

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Abstract

This study is a continuation of a program of research examining the supervision and developmental process of counselor trainees. The present study reviews the taxonomy of the intent of language used in counseling and supervision sessions, monitoring changes of one trainee's language throughout a two-month period. An analyses of the taxonomy of language used in supervision and counseling sessions are compared. Pre and post questionnaires of the counselor trainee's perceived supervision needs are reviewed and compared to normative data. Training needs and language comparisons are examined. Applications of this possible relationship to the counselor training program are discussed.

Counseling Supervision: A Possible Relationship Between Perceived Training Needs and Language

Evaluating the progress of counselor trainees is not a periodic activity for supervisors, but rather an on-going process that is required in order to provide the trainee with appropriate feedback and a plan for future training experiences (Stoltenberg and Delworth, 1987). The Integrated Developmental Model proposed by Stoltenberg (1987), suggests four developmental stages for counselor trainees defined by levels of autonomy, awareness, and motivations. This study investigates the dynamics of language used by a counselor trainee at a determined level of development (advanced practicum, level 2). The taxonomy of language of two sets of dyads (counselor/client, supervisor/counselor) was reviewed. The study examines the frequency of language categories used in supervision sessions for a counselor trainee and compares categories used by the counselor and client in sessions to determine if a parallel language process exists. The relationship between changes in language and perceived supervision needs of the trainee was explored. This study is a continuation of a program of research of the supervision process for

counselor training.

Method

Subjects

The subjects evaluated in this study were a counseling psychology doctoral student, the counseling supervisor of the trainee, and client(s) seen by the trainee at a university based counseling clinic. The doctoral student was a 33 year old male with approximately two years of counseling experience. At the time of the study, the student was enrolled in the second year of a five year graduate program. The supervisor of the trainee was a 36 year old male with nine years of counseling supervisory experience. The client was a 50 year old male with a presenting problem of depression.

Materials

The materials used for the study were 10 video taped counseling/supervision sessions (5 counseling and 5 supervision sessions), Stiles Taxonomy of Verbal Response Modes (1978), and pre and post questionnaires of the counselor trainee's perceived needs and characteristics.

Procedure

Doctoral students enrolled in practica at the University of Oklahoma Counseling Psychology Clinic were requested to participate in the study. Participants (trainees) video taped counseling and supervision sessions during the Spring semester of 1988. One set of counselor trainee's tapes was selected for the study based upon an even balance between counseling and supervision sessions. Video tapes were transcribed for each session. Three students were trained to encode the intent of verbal interactions of each sentence in the typescripts according to eight possible categories defined by Stiles (1978). The internal rate of reliability between all possible pairs of encoders for each session were established through the use of the Scott's coefficient (1955). Language categories from the pair of encoders with the highest percentage of agreement were analyzed.

Results

Supervisee Levels Questionnaire (SLQ, McNeill, Stoltenberg, & Pierce, 1985) responses in both pre and post-test situations indicated no perceived

change in supervisee level as reported by the trainee over the course of the semester (SLQ total=114). In addition, no changes were reported on the Supervisee Needs Questionnaire (Stoltenberg, Pierce, & McNeill, 1987) by the trainee from pre to post test (SNQ total=119). However, responses to the SLQ and SNQ by the supervisor suggested increased development and decreased needs over the term (SLQ pre=106, post=112; SNQ pre=114, post=120). Additionally, self-reported client improvement was noted on the Current Adjustment Rating Scale (CARS; Truax, 1975) from pre (65) to post test (50).

In addition to the self-report instruments completed by the participants, 5 counseling and 5 supervision sessions were subjected to behavioral coding techniques following guidelines established by Stiles (1978). Three trained raters coded all sessions. Codings were determined by agreement of at least two of the three raters. When disagreement occurred across raters, codings were determined based upon discussion. Interrater reliabilities for the 9 categories across the ten sessions ranged from .63 to.73. These sessions were conducted during the first

2 months of the semester. Results indicated there was remarkable consistency across the sessions in the verbal responses of the counselor, the client, and the supervisor. Specifically, a large percentage of client responses were classified as disclosures and edifications. For the counselor, more questions, interpretations, and disclosures occurred than other responses. For the trainee (counselor in supervision session), responses were mostly edification and disclosures. Finally, the supervisor relied heavily on edifications, questions, and disclosures. See Tables for means and session by session breakdowns of language categories.

Discussion

These data suggest responses by a client, counselor, trainee, and supervisor in one relationship across 5 sessions are quite consistent as coded according to the Stiles (1978) language taxonomy system. The original question regarding parallel process in counseling and supervision can only be marginally addressed with the limited analyses conducted for this presentation. There does appear to be considerable similarity between the types of

responses made by clients in counseling sessions and trainees in supervision sessions according to these data (i.e., a large number of edifications and disclosures for both). More analyses need to be conducted across more sessions before these preliminary results can be taken as valid indications of parallel process. In addition, no specific content analyses of the sessions were conducted beyond the general response coding. Therefore, the specific topics of discussion were not considered. Finally, although graphs were made of responses across sessions, a sequential analysis has yet to be conducted across all sessions for the entire semester. This data, then, is incomplete and further analyses are needed.

In summary, preliminary indications suggest some consistency across sessions and across roles between counseling and supervision, at least for a "level 2" counselor (male) working with a male client under the supervision of an experienced male counselor. Considerably more work needs to be completed prior to drawing definitive conclusions regarding consistencies, parallel processes, and differences between the counseling and supervision process.

References

McNeill, B.W., Stoltenberg, C.D., & Pierce, R. A. (1985). Supervisees' perceptions of their development: A test of the counselor complexity model. Journal of Counseling Psychology, 32, 630-33.

Scott, W.A. (1955). Reliability of content analysis: The case of nominal scale coding. Public Opinion Quarterly, 20, 321-325.

Stiles, W.B. (1978). Manual for a taxonomy of verbal response modes. Institute for Research in Social Science: University of North, Carolina, Chapel Hill.

Stoltenberg, C.D., & Delworth, U. (1987). Developmental supervision: A training model for counselors and psychotherapists. San Francisco: Jossey-Boss.

Stoltenberg, C.D., Pierce, R.A., & McNeill, B.W. (1987). Effects of experience on counselor needs. The Clinical Supervisor, 1987, 5, 23-32.

LANGUAGE CATEGORIES FOR ENCODING STATEMENTS

DISCLOSURE

Experience:	Speaker
Frame of Reference:	Speaker
Focus:	Speaker
Type of Statement:	Speaker reveals something about their internal experience. Direct report of speaker's thoughts, feelings, desires, opinions, perceptions, and intentions.

QUESTION:

Experience:	Other
Frame of Reference:	Speaker
Focus:	Speaker
Type of Statement:	Speaker requests information or guidance.

EDIFICATION:

Experience:	Speaker
Frame of Reference:	Other
Focus:	Speaker
Type of Statement:	Speaker reveals what they believe to be objective information held by the speaker.

ACKNOWLEDGEMENT:

Experience:	Other
Frame of Reference:	Other
Focus:	Speaker
Type of Statement:	Contentless mode which conveys receptiveness and acceptance such as salutations or terms of address.

ADVISEMENT:

Experience:	Speaker
Frame of Reference:	Speaker
Focus:	Other
Type of Statement:	Speaker imposes his experience on other by guiding behavior. Examples are statements which advise, command, suggest, instruct, permit or prohibit the other.

INTERPRETATION:

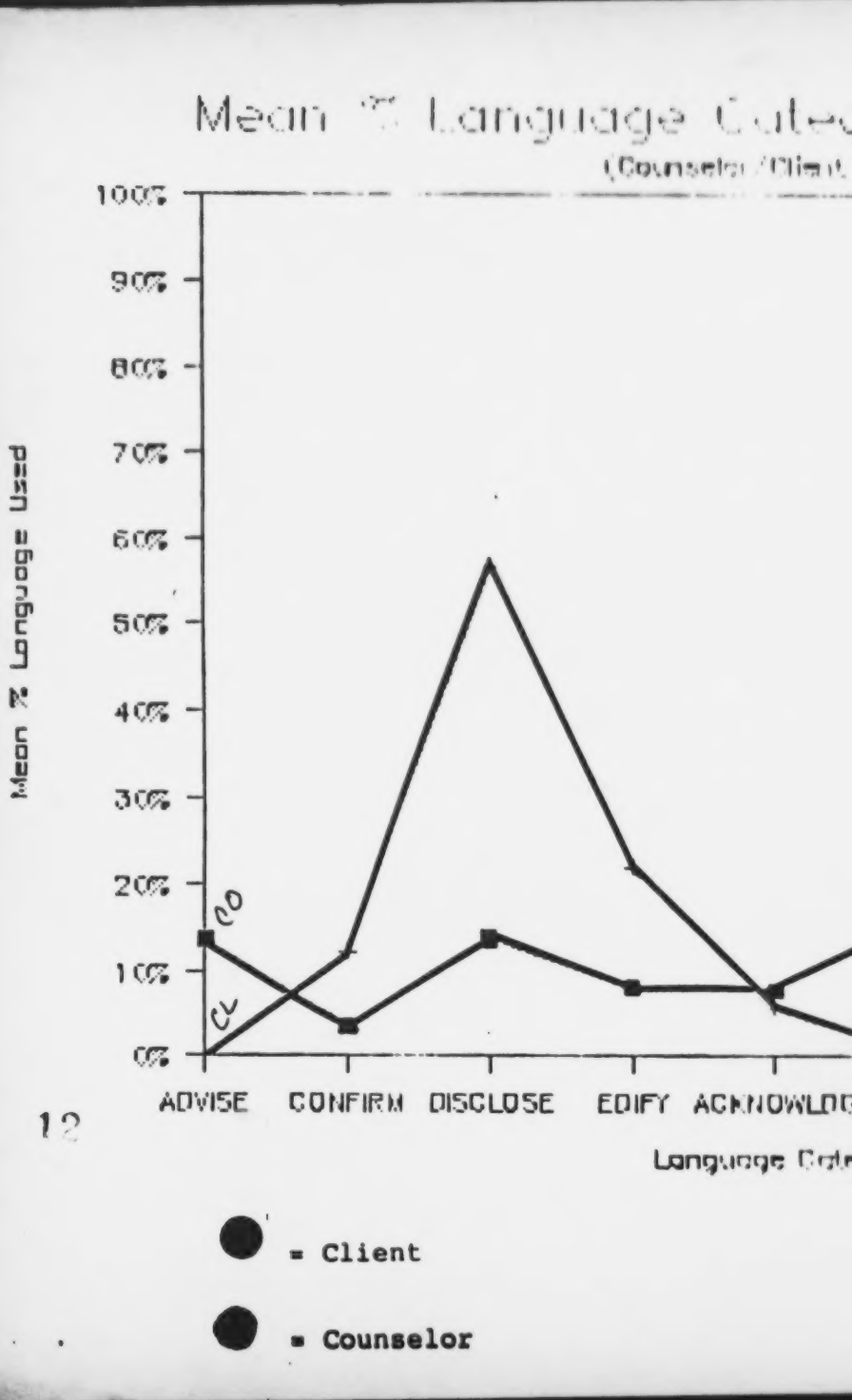
Experience:	Other
Frame of Reference:	Speaker
Focus:	Other
Type of Statement:	Speaker explains the other, offers alternative behavior, provides theoretical explanations, draws conclusions, or makes evaluations or judgments.

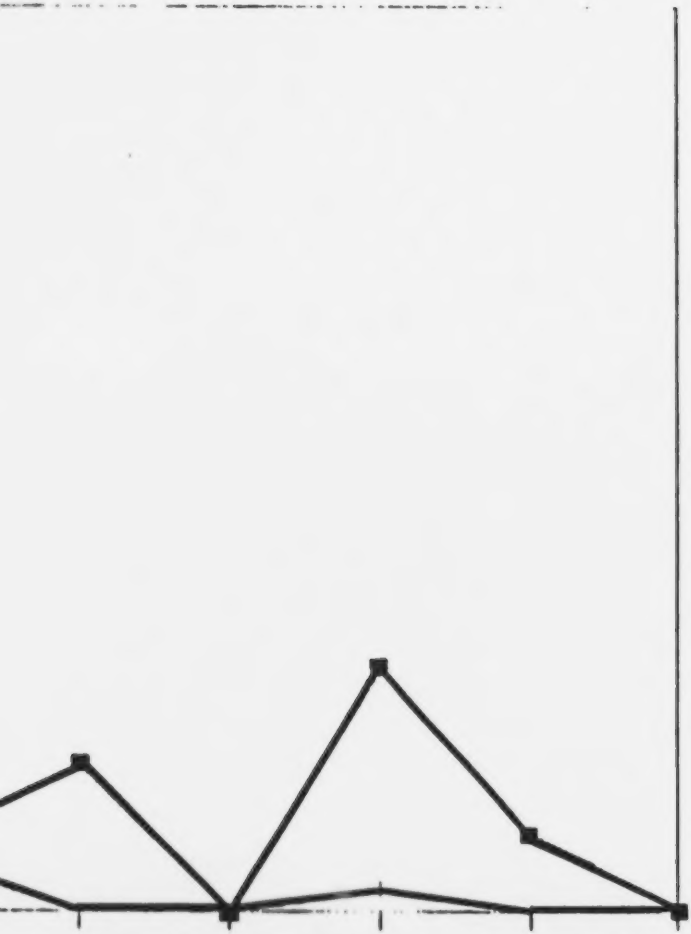
CONFIRMATION:

Experience:	Speaker
Frame of Reference:	Other
Focus:	Other
Type of Statement:	Speaker agrees or disagrees with other.

REFLECTION:

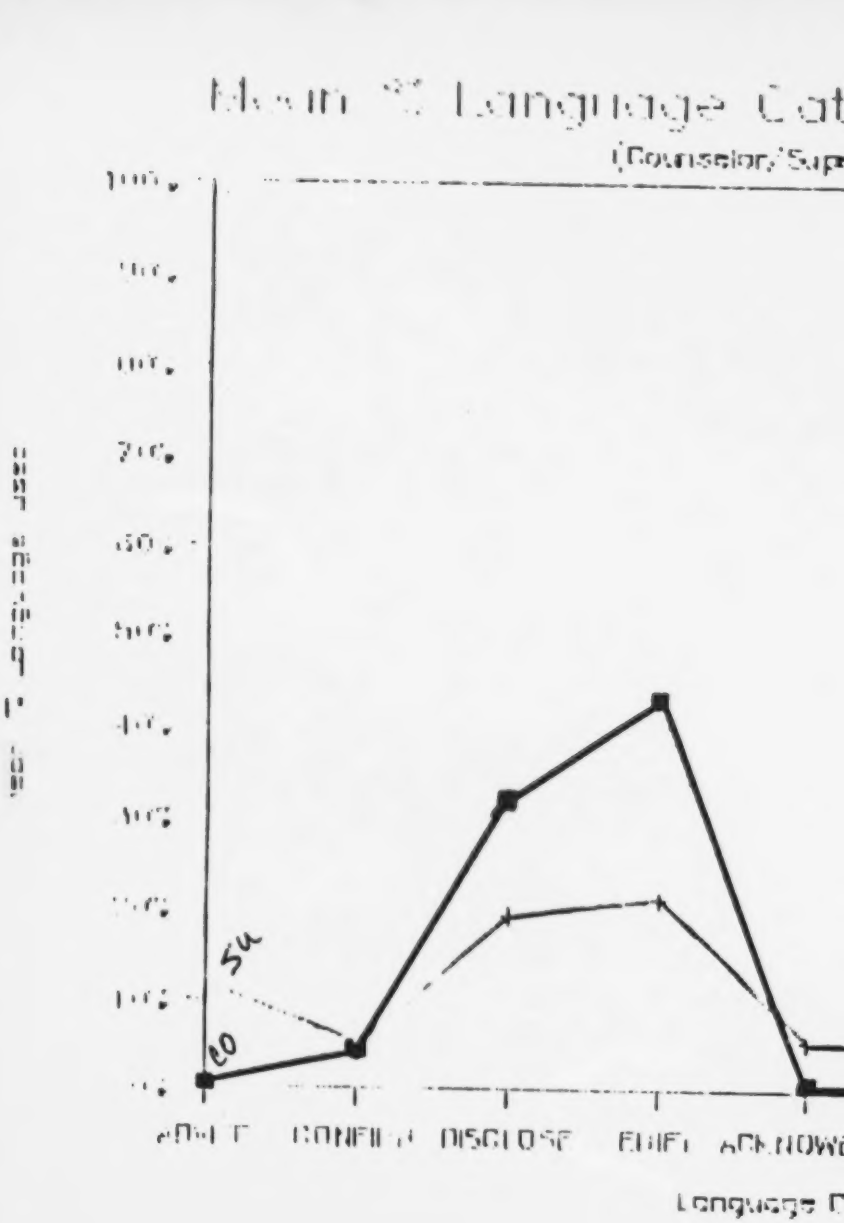
Experience:	Other
Frame of Reference:	Other
Focus:	Other
Type of Statement:	Speaker expresses thoughts, feelings, actions, perceptions, as they see the other experiences it.


Mean % Language Cate
(Counselor/Clien
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Mean % Language Used
CO
CL
ADVISE
CONFIRM
DISCLOSE
EDIFY
ACKNOWLDG
Language Cate
= Client
= Counselor



INTERP INTERP—OTHQUESTION REFLECT NOT CODED

egories


Mean % Language Cat
(Counselor/Sup
Su
Co
Language D
= Supervisor
= Counselor

tegories Used/Session

ervisor Session)

EDG INTERP INTERP—OTHQUESTION REFLECT NOT CODED

Categories